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be overcome. The lines of Chrétien and Marie point, indeed, to this same conclusion.

There is another witness in this case who has not been hitherto cited, but who may well be. It is the author of the epic poem *le Couronnement de Louis* (edited for the *Société des anciens textes français* in 1888 by Ernest Langlois). This author, whose name is unknown, is supposed to have come from the Ile-de-France, and rather from the east of that province than from the west (see edition, page clxix-clxx); and to have written about the middle of the twelfth century (see *Romania*, vol. xxv, page 379). In other words, he was not a Norman, nor was his birthplace near the borders of Brittany, while as a poet he was a contemporary of Wace, who finished his *Brut* in 1155, as is stated in the closing lines of that poem. So that the author of *le Couronnement* could hardly have profited by the *Brut* in writing his epic, and may, therefore, stand as an independent authority on the point at issue regarding Avalon. Now he uses the name twice in the same episode, and both times as a locality. The hero of the poem, William of Orange, is ordering his nephew, Alelme, to summon Acelin to render homage to Louis. If he does not

Qu'ainz l'avesprer en sera si hontos

N'i voldreit estre por tot l'or d'Avalon. 1795-1796.

The summons is given. Acelin answers with a proposition which aims at detaching William from the king. But Alelme replies:

Il nel feraiz por tot l'or d'Avalon. 1827.

It is clear that the poet means a region—whether island or not—and also that his readers (or hearers) knew that region to be endowed with unusual gifts. Furthermore, it is evident that the lines in the *Brut* where Avalon is mentioned could not have been the source of this specific characteristic of gold, even if *le Couronnement de Louis* is the later of the two poems in date.\*

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\* It may be well to call attention to the fact that Wace is credited in his *Brut* with a longer poem than he really wrote. The only edition published, the one by Leroux de Lincy, gives the number of lines as fifteen thousand three hundred. But there are several errors in the enumeration, which are continued, and affect the sum-total. Line 1120 is printed 1130, line 1770 reads 1780, line 9970 is displaced by 9980, and line 11700 by 11800. So that the actual length of the *Brut* as represented in this edition is to be reached by deducting one hundred and thirty lines from the printed fifteen thousand three hundred.

## THE INTERNATIONAL CORRESPONDENCE.

ENGLAND, France, Germany, Italy, The United States, and Canada, and to some extent also Spain and Portugal, are now connected by a system of International Correspondence, beginning among students of the different countries, and gradually extending to mature men and women in the various walks and occupations of life. The system as now inaugurated was first practically introduced, about three years since, by Professor T. Mieille, then of the College of Draguignan, France, now of the Lycée de Tarbes, Hautes Pyrénées. Being an experienced Professor of English in his own country, and having a wide acquaintance in England, where he had spent some years, he began his work by interesting in it the *Review of Reviews* in London, and the *Revue Universitaire* in Paris. This correspondence was at first undertaken by the students of the schools and colleges of these two countries, but later through the co-operation of the *Manuel Générale de l'Instruction Primaire*, published by Hachette et Cie, there was established, between teachers and Professors, what was called the Correspondance Pédagogique Internationale. The following extract from a letter received from Prof. Mieille, the inventor of this system, cannot fail to be of interest at this point:—

"Since you are collecting statistics, I will tell you that for the French-English correspondence alone the official figure is over three thousand on each side. Moreover, allow about one thousand for Germany and Italy. These two latter countries will soon greatly increase their correspondence with France, since several journals have earnestly espoused the cause. I add, as information useful for your report, that the figures above given are exclusively French. I know from a reliable source that already a certain number of Italians, English, and Germans are engaged in active correspondence among themselves. There is, besides, the international correspondence for adults, in which many are engaged in the countries above mentioned. So that it is within, rather than beyond, the bounds of truth to say that the whole number of correspondents on the various lists is now about ten thousand. Is not that splendid? And the results, by common consent, are excellent. See upon this subject the *Review of Reviews* of London. They write me from Germany the most satisfactory letters. In France the system meets universal approval, and it is now officially recommended in the classes."

This report from Prof. Mieille is certainly very encouraging, and the more so as the system is, as yet, only upon its third year. In the United States it was introduced in Vanderbilt University, Nashville, Tennessee, two years since, and last year continued in Vanderbilt, and introduced in Swarthmore College, Pennsylvania. The success attending it in these institutions being widely noticed by the public press, it is being gradually introduced, at least so far as French and German are concerned, into other institutions.

Between the European countries engaged in this correspondence letters can be written and answered about twice in each month, or, in some cases, even weekly; but at the greater distance of the United States, it is scarcely possible to exchange letters oftener than once a month, at least if each writer waits for an answer, but some prefer to write more frequently, without waiting for replies. After the introductory letters are passed, this would seem to be quite practicable, even at the great distance of three thousand miles of ocean travel.

A simple statement of the method pursued, in beginning and carrying on this correspondence, will not be found void of interest. An International Committee of fifty-six members has been established in France, representing a large number of literary institutions there, with one representative, thus far, in England, and one in the United States. Of this committee M. Buisson, Professor at the Sorbonne, is President, Miss Williams, Professor at the Schools of Sèvres and of Fontenay, is Vice President of the English Section for women and girls; and M. Mouchet, Professor at the School Colbert, is Vice President of the English Section for men and boys. When fully organized there would thus be two Vice Presidents for each of the languages represented. Teachers in the United States can send the names and ages of their students who wish to correspond to Mr. Mouchet or to Miss Williams, or to her assistant, Mme Rossignol,<sup>1</sup> who will promptly assign suitable correspondents to such applicants, and direct them to write first a letter in French to the assigned person. On receiving this first letter the American

<sup>1</sup> 117 Rue Notre Dame des Champs, Paris.

students answer in English, and (the correspondence being necessarily slow at so great a distance) prompt replies should always be sent. Thus each person has, at this stage, a model letter in the foreign tongue, as something of a guide in the form of a reply. The next letters exchanged are both written in the tongue foreign to the writer. These should be written without the aid of the teacher, carefully corrected by the receiver, and the results forwarded to the writer with the next letter sent. Some return the letters corrected, but most naturally prefer to retain these, and copy and send back only the corrections.

It is proper here to remark that while men and women, boys and girls, enter profitably into this correspondence, it is manifestly necessary that students should address always those of their own sex. In the beginning it was customary to publish in the *Revue Universitaire*, and the *Manuel Général*, lists of the names and addresses of all engaged in this correspondence. This publicity of the names of young women was offensive in France, and while the names of the young men continue to appear, the initials only of the young women are generally given. In our two years experience at Swarthmore, we have, in a few instances, had young men apply to us for lady correspondents, which applications, it is perhaps needless to say, were promptly declined.

With regard to the management of the letters when received, different teachers will doubtless pursue different methods, and it is the very flexibility of the system which is one of its great advantages. Some teachers have read and commented upon them in class, and this course has been suggested to me by the inventor, Prof. Mieille himself. Last year, with fewer letters, I had most of them read, either translated in the class, or preferably read in the native language. But this year, with an improved arrangement of program, and a larger number of letters received, I have found this impracticable and undesirable. Of the four periods of recitation per week, I now give two to conversation, and pronouncing and writing French, under a native Parisian; and two to the study of grammatical construction, the fluent and polished English translation, and the Study of the Literature of the

Language. All of this, while I deem it very important, crowds out the reading in class of the larger number of letters received. But the interest in the correspondence seems to be not one whit diminished by it; and the whole system of instruction as now arranged, after a long life-time of experiment, seems to me more nearly an ideal system than any which I have hitherto reached. It surely requires *two* instructors to teach *to the best advantage* any foreign spoken language, each rendering what to him (or her) is the foreign language, into his mother tongue.

One question has often been asked which should have a reply. Should special *subjects* be set for this correspondence. I should say decidedly no—nothing would more surely take the life out of it than to make it thus an allotted task. As in ordinary letter writing, let the daily lives of the writers, and their surroundings, be the ever fruitful theme. Thus, too, will they learn the more rapidly the ordinary spoken language of every day life. Later, the language of science, literature, and art will come in due time. Again I have heard it suggested that a special charge be made for this correspondence. This would seem very inappropriate, for the writers pay for their instruction by correcting letters received. It is an arrangement for mutual benefit; and the only expense should be the materials used and the postage paid.

It will be of interest to know the situation of the correspondence at Swarthmore at this date. I took the record last week for the past three months, with this result: number of students in French, exclusive of beginners, fifty; number of these fifty who correspond, thirty-five; number of letters passed in twelve weeks, one hundred and twenty-five; additional students requesting correspondents last week, twelve.

In German, twenty-five students are now corresponding; this having been very satisfactorily introduced this year into that department.

Before closing this paper I will briefly refer to a modification of this system of International Correspondence which has been suggested by Prof. Mieille, called the "exchange of students;" upon this subject he writes as follows:

"I am at this time occupied with an important project, which I have much at heart. I am considering the establishing of a Bureau of exchange, intended to encourage and facilitate the sojourn of students abroad, by way of exchange between families. My project has the support of many eminent men, and I make it the subject of an article in the July number of the *Revue Universitaire*. This article is addressed to the Inspecteur Général des Langues Vivantes; and is as follows:

Monsieur l'Inspecteur Général:

I have the honor to submit to you a project for the organization of a Franco-Anglais Bureau of Exchange, the object of which would be to give the benefit of a sojourn abroad to the greatest possible number of our students of the living languages

Although the first idea of an organization of this kind dates from the foundation of the International Correspondence, nothing had yet been tried, systematically at least, to reduce to practice this idea of exchange, and establish the means of carrying it out. But a great step has recently been taken in this direction. Mr. Stead, the director of the *Review of Reviews*, whom the idea of this Exchange Bureau had attracted from the first, has made an investigation of this subject among twenty or thirty of the directors of the principal Public Schools of England; and he has kindly communicated to me the result of this investigation, asking me to do the same in France. The idea of an organization which should promote and facilitate the sojourn in France (in a Lycée, or a French family) of a certain number of young English students, in exchange for which the same number of young French students should sojourn in England, has met, from the directors interviewed, with the most favorable reception.

Would it be the same in France? I believe so, and it is because I am persuaded of it, that I permit myself, in submitting to you at once the idea and the project, to solicit your encouragement, and your effective support.

These would be the outlines of the organization projected:

1st. A Bureau d'échange interscolaire is created between France and England. This bureau serves as a medium of communication between parents or directors of schools of the two countries, who desire to send their children or their students abroad, to make a sojourn there more or less long, including the vacations.

2d. These exchanges are reciprocal, and involve no other expense than the journey and the small sundry expenses. The schools and families of the two countries ensure, to the young strangers, board and instruction free.

3d. The seat of the bureau is for England, the office of the *Review of Reviews*, London; for France, to be determined, perhaps, the office

of the *Revue Universitaire*; perhaps a committee composed of the professors of languages in the principal Academies or Universities.

4th. A sum of ten francs will accompany each request. This sum will serve to cover the expenses of correspondence, and the slight expense occasioned by the arrival or departure of each child.

I should be very grateful to you not to judge too severely, by this outline, a project which I desire to recommend to your especial favor. The support of the administration is, in view of the central organization of our secondary instruction, a condition perhaps indispensable to success. I reasonably expect a favorable reception for this application, after your kind consideration of the International Correspondence, of which this Bureau of Exchange is, in a manner, the necessary conclusion, or rather the natural development.

In fact, as I said in the beginning, from the idea of the Correspondence the idea of Exchange has grown. What more natural than the desire to perfect the acquaintance begun by letter? Do they not already half know each other, when they have written long friendly letters, after they have exchanged portraits and photographic views? And do not most letters show a reciprocal desire to visit each other?

How many parents, notwithstanding their tender regard for their children, would gladly send them to pass several months abroad, but who are prevented by the great expense, the difficulty of accompanying them themselves, and especially by the fear of the danger of exposing them, without proper care, to a sojourn in a foreign land!

With our Exchange-bureau all is very simple. The parents enroll the names, or have their teachers do it. The exchange is arranged. The young stranger, received at the station by the family or the committee, is affectionately introduced, follows the courses of the Lycée or the College, while his French comrade, having become his substitute, is treated in like manner at his own home in England.

The Bureau of Exchange would also occupy itself with adults, Professors and students, who would exchange in their vacations. And this would be an excellent means of economy, without speaking of the advantage to be derived, in a pedagogical estimate, from sojourning in the foreign family of a colleague."

We shall probably hear, before the end of the coming year, of the full development of this ingenious method of Prof. Mieille's to facilitate the acquisition of foreign languages.

I may say, in conclusion, with reference to our correspondence at Swarthmore, that, so far as known, all who began it last year, and who have now completed their course (with perhaps

one or two exceptions), continue the correspondence. This communication with foreign lands, thus begun in school and college days, can scarcely fail to be a source of great satisfaction, and of essential service in many ways, in after life. Few subjects of study can be rendered more interesting and profitable than the study of modern foreign languages under such auspices.

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### VARIATIONS IN FRENCH PRONUNCIATIONS.

*Results of a pedagogical experiment made by comparing the examples given in Matzke's*

PRIMER OF FRENCH PRONUNCIATION *with their equivalents in the Michaelis-Passy*

DICTIONNAIRE PHONÉTIQUE DE LA  
LANGUE FRANÇAISE.

#### I.

"THE pronunciation of French," says Professor Matzke, "is confessedly the most difficult subject which the student meets in undertaking the study of the language." It has also been my experience that it is one of the most difficult subjects that the student meets during his entire study of the language. The importance of the subject, whether for reading, particularly poetry, for understanding the spoken language or for speaking it, must appeal to any teacher earnestly desirous of imparting to his students the essence of the original. The contribution of Professor Matzke, dealing directly with this phase of the subject, is in its way the most serious attempt to call attention especially to this trying feature, although it has been dealt with as scientifically and completely in Professor Grandgent's *Short French Grammar* and in Professor Bevier's *French Grammar*, as the limits of these treatises permit. Such works in this country and such a work as that of Rossmann und Schmidt, *Lehrbuch der französischen Sprache*,<sup>1</sup> show what the feeling is in regard to the importance of the matter at home and abroad, and are attempts to place the study of language on a more satisfactory scientific basis.

In what measure the study of language sounds can be combined with the study of the

<sup>1</sup> Leipzig, 1896.